

## SPIRITUAL INTELLIGENCE AND ORGANIZATIONAL CLIMATE As PREDICTORS OF LIFE SATISFACTION OF Secondary SCHOOL TEACHERS

Gurmanjit Kaur , Dr Supreet Kaur

Assistant Professor, Khalsa College of Education, Ranjit Avenue, Amritsar .  
Assistant Professor, USOL, Panjab University, Chandigarh.

### INTRODUCTION

Life satisfaction is not a kind of thing- in itself. Unmistakably, it is dependent on a number of factors like one's physical and mental health, one's aspiration levels achieved, one's perception of the gap between one's targets and the extent to which success has been attained in approaching them, one's capability of adjusting, one's ambitions to the means or resources at one's disposal, and one's overall contentment arrived at subjectively and objectively with the conditions of existence. Life satisfaction is the ultimate goal that human beings strive to achieve in their entire life. It is one of the oldest and most persistently investigated issues in the study of adulthood and teachers are not an exception to it.

Teacher is a person, in whose hands quiver the destiny of the future, children are trained and from their ranks will come out when they grow up, as statesman and soldiers, patriots and philosophers who will determine the progress of the land. The teacher's role is thus as important as his responsibility is onerous. School teachers and staff members face increasingly complex demands in the work place. Job related stress can affect the psychological well being and future of the teachers. Tagiuri, (1968) observed that a particular configuration of enduring characteristics of the ecology, milieu, social system and culture would constitute a climate, as much as a particular configuration of personal characteristics constitutes a personality. The seven dimensions of organizational climate are promotion, political climate, evaluation, regard for personal concerns, professional development opportunities, internal communication, and organizational structure (Chappell, 1995). Spiritual intelligence is said to be able to create a richer and more meaningful life (Amram and Dryer; 2007). Spiritual intelligence provides a sense of personal wholeness, goal and direction. Educators with high levels of spiritual intelligence are able to mould teachers and students from all age groups to experience a wholesome life filled with self-respect and creativity (Dincer; 2009). Spirituality has potential application in every waking moment of human life (Ingersoll, 2000). If the teacher is spiritually intelligent, one can manage the emotional and spiritual traits of the students in order to provide balanced environment in the

classroom. If any school is having good climate, then it's obvious that teachers will also have more job satisfaction in that school leading to life satisfaction. Spiritually intelligent teachers are more satisfied even with less conducive climate as they know how to manage, in a proper way.

### Review of related literature

Barrett (1980) studied life satisfaction of teachers and found that sex of the individual had no differential impact on life satisfaction. Diener and Suh (2000) studied subjective well-being across culture and found that satisfaction with life is an indicator of well being. Satisfaction is cognitive judgment about fulfilment of one's life. Lakshmi, (2003) found a positive correlation between professional satisfaction and personal satisfaction of women teachers. However there was negative and low correlation between professional satisfaction and sex roles and low positive correlation between personal satisfaction and sex roles. Singh (2012) studied life satisfaction of government and aided secondary school teachers and found that there is more life satisfaction in government school teachers than non- aided secondary school teacher. Secondly female secondary school teachers have more life satisfaction than male secondary school teacher. Even the rural secondary school teachers are found having more life satisfaction than urban secondary school teacher.

Gunbayi (2007) examined the difference in the levels of the variables related to the school climate factors among the teachers. As a result of the analyzes, all the teachers reported open climate in relation to the factors of team commitment, organizational clarity and standards, intimacy and support, autonomy, member conflict, medium climate in relation to the factors of risk and in reward. Zahoor (2012) studied difference between teachers of private and government schools on organizational climate and found that teachers of private and government schools differ significantly with each other on organizational climate and its dimensions. Secondly it was to see the difference between teachers of private and government schools on adjustment. The result revealed that the mean value of private schools is significantly higher than the mean value of government school and found that the teachers of private schools are comparatively better adjusted than their counterpart. Murdia (2008) in their correlational study of spiritual intelligence, personality traits and adjustment of teachers found all the teachers in their sample spiritually intelligent, though with varying degree. They found no difference

in the spiritual intelligence of rural or urban male teachers and science or non science male teachers. But male and female teachers differ significantly. Scores of adjustment shows that the teachers are well adjusted in social area but least adjusted with school environment. Comparison regarding adjustment showed that there is no significant difference in rural and urban teachers, but significant difference in science and non science teachers, as also between male and female teachers.

Kaur (2011) studied life satisfaction of secondary school teachers in relation to their organizational climate and found that a significant relationship existed between life satisfaction and organizational climate of all government and public school teachers. While no significant difference existed in male and female teachers and teachers of government and public school teachers with regard to their life satisfaction.

A positive correlation exists between organizational climate and life satisfaction (Kabes and Craig, 1990). Organizational climate has positive effect on job satisfaction (Aggarwal, 1986; Srivastava, 1987; Hayat, 1998; Adeyami, 2008; Stassen and Ursel, 2009). Gender plays important role in the adjustment of people, is supported by the study done by Murdia (2008). Organizational Climate has great impact on the satisfaction is revealed by Friedlander and Margulies (1968) but Misra and Srivastva found that organizational climate has a moderate role only.

## OBJECTIVES

1. To study difference between male and female secondary school teachers in relation to their:
  - (a) life satisfaction
  - (b) spiritual intelligence and
  - (c) organizational climate.
2. To study difference between secondary school teachers teaching in different type of schools (government, aided and private) relation to their:
  - (a) life satisfaction
  - (b) spiritual intelligence and
  - (c) organizational climate.
3. To study difference between secondary school teachers with respect to their teaching experience (10 or more than 10 years, 5 or more than 5 years, less than 5 years ) in relation to their:
  - (a) life satisfaction
  - (b) spiritual intelligence and
  - (c) organizational climate.
4. To study the correlation between spiritual intelligence and life satisfaction of secondary school teachers.
5. To study the correlation between organizational environment and life satisfaction of secondary school teachers.

## HYPOTHESES

1. There exists no significant difference between male and female secondary school teachers in relation to their (a) life satisfaction spiritual intelligence and (c) organizational climate.
2. There exists no significant difference among secondary school teachers teaching in different type of school (government, aided and private) in relation to their (a) life satisfaction (b) spiritual intelligence and (c) organizational climate.
3. There exists no significant difference among secondary school teachers with different teaching experience (10years or more, 5years or more and less than 5 years) in relation to their (a) life satisfaction (b) spiritual intelligence and (c) organizational climate.

4. There will be no significant correlation between spiritual intelligence and life satisfaction of secondary school teachers.
5. There will be no significant correlation between organizational environment and life satisfaction of secondary school teachers.

## Methodology

In the present study, descriptive survey method was employed.

## Sample

For the purpose of the study, 600 teachers from secondary schools working in government, aided and private schools were selected.

## Tools used

In the present study the following tools were used.

1. Life satisfaction scale by Singh and Joseph, 1996.
2. Organizational climate scale developed by Investigator.
3. Spiritual Intelligence scale by Dr. Tirath Singh, 2010.

## Analysis and Interpretation

### Hypothesis 1

Difference in the mean scores on the spiritual intelligence, organizational climate and life satisfaction of male and female secondary school teachers was calculated. The results are presented in table 1.1.

Table 1.1: Difference in mean scores of male and female secondary school teachers

| Variable               | Group  | N   | Mean   | SD     | SED  | t-value |
|------------------------|--------|-----|--------|--------|------|---------|
| Spiritual Intelligence | Male   | 243 | 194.91 | 98.52  | 8.33 | 3.07**  |
|                        | Female | 357 | 220.49 | 101.28 |      |         |
| Organizational Climate | Male   | 243 | 131.24 | 41.33  | 3.54 | 2.51*   |
|                        | Female | 357 | 140.12 | 43.30  |      |         |
| Life Satisfaction      | Male   | 243 | 88.48  | 27.66  | 2.32 | 3.34**  |
|                        | Female | 357 | 96.22  | 28.21  |      |         |

Table 1.1 depicts that the values of Mean and SD of the scores of life satisfaction of male secondary school teachers are 88.48 and 27.66 respectively and those of female teachers are 96.22 and 28.21 respectively. Standard error of difference in the mean scores of male and female teachers on life satisfaction is 2.32. The t-value comes out to be 3.34, which is significant at 0.01 level of confidence. It means that there exists significant difference in life satisfaction of male and female secondary school teachers and is in favour of female teachers.

Thus the null hypothesis, no. 1(a) which states, There exists no significant difference in life satisfaction of male and female secondary school teachers is rejected.

Table 1.1 depicts that the values of Mean and SD of the scores of spiritual intelligence of male secondary school teachers are 194.91 and 98.52 respectively and those of female teachers are 220.49 and 101.28 respectively. Standard error of difference in the mean scores of spiritual intelligence is 8.33. The t-value comes out to be 3.07, which is significant at 0.01 level of confidence. It means that there exists significant difference in spiritual intelligence of male and female secondary school teachers. It is clear from the above discussion that significant gender differences are found in spiritual intelligence of male and female teachers in favor of female teachers. Thus the null hypothesis, no. 1(b) which states, There exists no significant difference in spiritual intelligence of male and female secondary school teachers is rejected.

Table 1.1 depicts that the values of Mean and SD of the scores of organizational climate of male secondary school teachers are 131.24 and 41.33 respectively and those of female teachers are 140.12 and 43.30 respectively. Standard error of difference in the mean scores of organizational climate is 3.54. The t-value comes out to be 2.51, which is significant at 0.05 level of confidence. It means that there exists significant difference in organizational climate of male and female secondary school teachers. It is clear from the above discussion that significant gender differences are found in perceiving organizational climate of male and female teachers in favor of female teachers.

Thus the null hypotheses no.1 (c) There exists no significant difference in organizational climate of male and female secondary school teachers is rejected.

## Hypothesis 2

In order to test this hypothesis, difference in the mean scores on the life satisfaction, spiritual intelligence and organizational climate of teachers, teaching in government, aided and private schools were calculated. The results are presented in tables 1.2.

**Table 1.2: Summary of One-way ANOVA of life satisfaction, spiritual intelligence and organizational climate of teachers teaching in government, aided and private schools**

| Variable                   | Source of Variance | Sum of Square | Df  | Sum of Mean | F-Ratio |
|----------------------------|--------------------|---------------|-----|-------------|---------|
| Life satisfaction          | Between Groups     | 19011.36      | 2   | 9505.68     | 12.49** |
|                            | Within Groups      | 454501.31     | 597 | 761.31      |         |
|                            | Total              | 473512.67     | 599 |             |         |
| Spiritual Intelligence(SI) | Between Groups     | 197288.28     | 2   | 98644.14    | 9.98**  |
|                            | Within Groups      | 5898201.58    | 597 | 9879.74     |         |
|                            | Total              | 6095489.86    | 599 |             |         |
| Organizational Climate     | Between Groups     | 66514.21      | 2   | 33257.11    | 19.36** |
|                            | Within Groups      | 1025667.42    | 597 | 1718.04     |         |
|                            | Total              | 1092181.63    | 599 |             |         |

Table 1.2 reveals that the F-ratio for difference among the mean scores for life satisfaction is 12.49, for spiritual intelligence is 9.98 and for organizational climate is 19.36 which in comparison to the table value was found to be significant at 0.01 level of confidence.

In order to probe further F-ratio was followed by t-tests.

**Table1.3: Difference in mean scores of different variables of teachers teaching in government, aided and private schools**

| Variable               | Type of school | N   | Mean   | SD     | SED   | t-test |
|------------------------|----------------|-----|--------|--------|-------|--------|
| Life Satisfaction      | Government     | 200 | 100.90 | 26.22  | 2.80  | 3.72** |
|                        | Aided          | 200 | 90.46  | 29.74  |       |        |
|                        | Government     | 200 | 100.90 | 26.22  | 2.65  | 4.92** |
|                        | Private        | 200 | 87.88  | 26.68  |       |        |
|                        | Aided          | 200 | 90.46  | 29.74  | 2.83  | 0.91   |
|                        | Private        | 200 | 87.88  | 26.68  |       |        |
| Spiritual Intelligence | Government     | 200 | 235.91 | 96.05  | 10.04 | 4.15** |
|                        | Aided          | 200 | 194.26 | 104.64 |       |        |
|                        | Government     | 200 | 235.91 | 96.05  | 9.67  | 3.65** |
|                        | Private        | 200 | 200.62 | 97.29  |       |        |
|                        | Aided          | 200 | 194.26 | 104.64 | 10.10 | 0.63   |
|                        | Private        | 200 | 200.62 | 97.29  |       |        |
| Organizational Climate | Government     | 200 | 151.30 | 43.77  | 4.28  | 4.81** |
|                        | Aided          | 200 | 130.70 | 41.76  |       |        |
|                        | Government     | 200 | 151.30 | 43.77  | 4.13  | 5.75** |
|                        | Private        | 200 | 127.57 | 38.65  |       |        |
|                        | Aided          | 200 | 130.70 | 41.76  | 4.02  | 0.78   |
|                        | Private        | 200 | 127.57 | 38.65  |       |        |

**\*\* Significant at 0.01 level**

**Critical value 1.97 at 0.05 and 2.59 at 0.01level, df 1/398**

## DISCUSSION OF RESULTS

Table 1.3 depicts that the values of Mean and SD of teachers teaching in government schools are 100.90 and 26.22 respectively, those of teachers teaching in aided schools are 90.46 and 29.74 respectively. Standard error of difference in the mean scores of teachers teaching in government and aided schools on life satisfaction is 2.80. The t-value comes out to be 3.72, which is significant at 0.01 levels of confidence. It means that there exists a significant difference in the life satisfaction of teachers teaching in government and aided schools. The values of Mean and SD of teachers teaching in government schools are 100.90 and 26.22 respectively, those of teachers teaching in private schools are 87.88 and 26.68 respectively. Standard error of difference in the mean scores of teachers teaching in government and private schools on life satisfaction is 2.65. The t-value comes out to be 4.92, which is significant at 0.01 levels of confidence. It means that there exists a significant difference in the life satisfaction of teachers teaching in government and private schools and is in favour of government school teachers. The values of Mean and SD of teachers teaching in aided schools are 90.46 and 29.74 respectively and those of teachers teaching in private schools are 87.88 and 26.68 respectively. Standard error of difference in the mean scores of life satisfaction of teachers teaching in aided schools and teachers teaching in private schools on life satisfaction is 2.83. The t-value comes out to be 0.91, which is not significant at 0.05 level of confidence. It means that there exists no significant difference in the life satisfaction of teachers teaching in aided and private schools. Further life satisfaction of teachers teaching in government schools is higher than that of teachers teaching in aided as well as in private schools, but no significant difference exists in life satisfaction of aided and private school teachers.

Thus the null hypothesis, 2(a) which states, There exists no significant difference in the life satisfaction of secondary school teachers with respect to their type of school (government, aided and private) is rejected partially. It may thus be concluded that the mean scores of life satisfaction of teachers teaching in government schools is higher than teachers teaching in aided and private schools but there is not much difference in the mean scores of aided and private school teachers.

Table 1.3 depicts that the values of Mean and SD of spiritual intelligence of teachers teaching in government schools are 235.51 and 96.05 respectively, those of teachers teaching in aided schools are 194.26 and 104.64 respectively. Standard error of difference in the mean scores of teachers teaching in government and aided schools on spiritual intelligence is 10.04. The t-value comes out to be 4.15, which is significant at 0.01 levels of confidence. The values of Mean and SD of teachers teaching in government schools are 235.51 and 96.05 respectively and those of teachers teaching in private schools are 200.62 and 97.29 respectively. Standard error of difference in the mean scores of spiritual intelligence of teachers teaching in government schools and teachers teaching in private schools on adjustment is 9.67. The t-value comes out to be 3.65, which is significant at 0.01 levels of confidence. The values of Mean and SD of teachers teaching in aided schools are 194.26 and 104.64 respectively those of teachers teaching in private schools are 200.62 and 97.29 respectively. Standard error of difference in the mean scores of teachers teaching in aided schools and private schools on spiritual intelligence is 10.10. The t-value comes out to be 0.63, which is not significant at 0.05 level of confidence. It means that there exists no significant difference in the spiritual intelligence of teachers teaching in aided and private schools. Further spiritual intelligence of teachers teaching in government schools is higher than that of teachers teaching in aided and private schools, but there is no significant difference in spiritual intelligence of aided and private school teachers.

Thus the null hypothesis 2(c) which states, There exists no significant difference in the spiritual intelligence of secondary school teachers with respect to the type of school (government, aided and private) is partially rejected. It may thus be concluded that the mean scores of spiritual intelligence of teachers teaching in government schools is higher than teachers teaching in aided and private schools but there is not much difference in the mean scores of aided and private school teachers.

Table 1.3 depicts that the values of Mean and SD of teachers teaching in government schools are 151.30 and 43.77 respectively, those of teachers teaching in aided schools are 130.70 and 41.76 respectively. Standard error of difference in the mean scores of teachers teaching in government and aided schools on organizational climate is 4.28. The t-value comes out to be 4.81, which is significant at 0.01 levels of confidence. The values of Mean and SD of teachers teaching in government schools are 151.30 and 43.77 respectively, those of teachers teaching in private schools are 127.57 and 38.65 respectively. Standard error of difference in the mean scores of spiritual intelligence of teachers teaching in government schools and teachers teaching in private schools on organizational climate is 4.13. The t-value comes out to be 5.75, which is significant at 0.01 level of confidence. It means that there exists a significant difference in the organizational climate of teachers teaching in government and private schools. The values of Mean and SD of teachers teaching in aided schools are 130.70 and 41.76 respectively and those of teachers teaching in private schools are 127.57 and 38.65 respectively. Standard error of difference in the mean scores of teachers teaching in aided schools and private schools on organizational climate is 4.02. The t-value comes out to be 0.78, which is not significant at 0.05 level of confidence. It means that there exists a significant difference in the organizational climate of teachers teaching in government and private schools. Further organizational climate of teachers teaching in government schools is higher than that of teachers teaching in aided and private schools, but there is no significant difference in organizational climate of aided and private school teachers.

Thus the null hypothesis 2 (c) there exists no significant difference in the organizational climate of secondary school teachers with respect to their type of school (government, aided and private) is partially rejected. It may thus be concluded that the mean scores of organizational climate of teachers teaching in government schools is higher than teachers teaching in aided and private schools but there is not much difference in the mean scores of aided and private school teachers.



### Hypothesis 3

In order to test this hypothesis, difference in the mean scores on the life satisfaction, spiritual intelligence and organizational climate of teachers with 10 years or more, 5 years or more and less than 5 years teaching experience were

| Variable               | Groups compared | N   | Mean   | SD     | SED   | t-test |
|------------------------|-----------------|-----|--------|--------|-------|--------|
| Life Satisfaction      | 10 or 10+       | 218 | 100.28 | 29.56  | 2.77  | 3.19** |
|                        | 5 or 5+         | 158 | 91.44  | 25.65  |       |        |
|                        | 10 or 10+       | 218 | 100.28 | 29.56  | 2.83  | 4.61** |
|                        | 5-              | 224 | 87.24  | 26.89  |       |        |
|                        | 5 or 5+         | 158 | 91.44  | 25.65  | 2.63  | 1.52   |
|                        | 5-              | 224 | 87.24  | 26.89  |       |        |
| Spiritual Intelligence | 10 or 10+       | 218 | 234.82 | 109.55 | 10.31 | 2.88** |
|                        | 5 or 5+         | 158 | 205.14 | 89.98  |       |        |
|                        | 10 or 10+       | 218 | 234.82 | 109.55 | 9.74  | 4.64** |
|                        | 5-              | 224 | 189.62 | 94.45  |       |        |
|                        | 5 or 5+         | 158 | 205.14 | 89.98  | 9.54  | 1.63   |
|                        | 5-              | 224 | 189.62 | 94.45  |       |        |
| Organizational climate | 10 or 10+       | 218 | 147.11 | 45.86  | 7.80  | 7.69** |
|                        | 5 or 5+         | 158 | 131.92 | 89.98  |       |        |
|                        | 10 or 10+       | 218 | 147.11 | 45.86  | 4.13  | 4.27** |
|                        | 5-              | 224 | 129.47 | 40.67  |       |        |
|                        | 5 or 5+         | 158 | 131.92 | 89.98  | 7.66  | 0.32   |
|                        | 5-              | 224 | 129.47 | 40.67  |       |        |

calculated. The results are presented in table 1.4 and figure 1.5.

**Table1.4: Summary of One-way ANOVA of life satisfaction of teachers with different teaching experience of 10 years or more (N=218), 5 years or more (N=158) and less than 5 years (N=224)**

| Variable                   | Source of variance | Sum of Squares | Df  | Mean Square | F       |
|----------------------------|--------------------|----------------|-----|-------------|---------|
| Life Satisfaction          | Between Groups     | 19386.851      | 2   | 9693.43     | 12.74** |
|                            | Within Groups      | 454125.814     | 597 | 760.68      |         |
|                            | Total              | 473512.665     | 599 |             |         |
| Spiritual Intelligence(SI) | Between Groups     | 230971.76      | 2   | 115485.88   | 11.76** |
|                            | Within Groups      | 5864518.10     | 597 | 9823.31     |         |
|                            | Total              | 6095489.86     | 599 |             |         |
| Organisation climate(OCI)  | Between Groups     | 38953.78       | 2   | 19476.89    | 11.04** |
|                            | Within Groups      | 1053227.85     | 597 | 1764.20     |         |
|                            | Total              | 1092181.63     | 599 |             |         |

**Critical value 3.01 at 0.05 and 4.65 at 0.01level, df 2/597**

Table 1.4 reveals that the F-ratio for difference among the mean scores for life satisfaction is 12.74, spiritual intelligence is 11.76 and organizational climate is 11.04 which in comparison to the table value was found to be significant at 0.01 level of confidence.

**In order to probe further F-ratio was followed by t-tests.**

**Table 1.5: Difference in mean scores of different variables of teachers with different teaching experience of 10 years or more (N=218), 5 years or more (N=158) and less than 5 years (N=224)**

**\*\* Significant at 0.01 level**

**Critical value 1.97 at 0.05 and 2.59 at 0.01level**

Table 1.5 depicts that the values of Mean and SD of life satisfaction of teachers with 10 years or more teaching experience are 100.28 and 29.56 respectively and those of teachers with 5 years or more teaching experience are 91.44 and 25.65 respectively. Standard error of difference in the mean scores of teachers with 10 years or more teaching experience and 5years or more teaching experience on life satisfaction is 2.77. The t-value comes out to be 3.19, which is significant at 0.01 level of confidence. It means that there exists a significant difference in life satisfaction of teachers with 10 years or more teaching experience and 5years or more teaching experience. The values of Mean and SD of life satisfaction of teachers with 10 years or more teaching experience are 100.28 and 29.56 respectively and those of teachers with less than 5 years teaching experience are 87.24 and 26.89 respectively. Standard error of difference in the mean scores of teachers with 10 years or more teaching experience and less than 5years teaching experience on life satisfaction is 2.83. The t-value comes out to be 4.61, which is significant at 0.01 level of confidence. It means that there exists a significant difference in life satisfaction of teachers with 10 years or more teaching experience and less than



5years teaching experience. The values of Mean and SD of life satisfaction of teachers with 5 years or more teaching experience are 91.44 and 25.65 respectively and those of teachers with less than 5 years teaching experience are 87.24 and 26.89 respectively. Standard error of difference in the mean scores of teachers with 5 years or more teaching experience and less than 5years teaching experience on life satisfaction is 2.63. The t-value comes out to be 1.52, which is not significant at 0.05 level of confidence. It means that there exists no significant difference in life satisfaction of teachers with 5 years or more teaching experience and less than 5years teaching experience. Further life satisfaction of teachers with 10 years or more teaching experience is significantly different than 5years or more teaching experience and less than 5 years in favour of teaching experience of 10+ or more than 10+ teaching experience. But no significant difference exists in the life satisfaction of teachers with 5 years or more than 5 and less than 5 years teaching experience. The results are in favour of teachers with 10 years or more experience.

On the basis of above discussion, it can be concluded that hypothesis no. 3 (a) which states, There exists no significant difference the life satisfaction of secondary school teachers with relation to their teaching experience (10 years or more, 5 years or more and less than 5years) is partially rejected.

Table 1.5 depicts that the values of Mean and SD of spiritual intelligence of teachers with 10 years or more teaching experience are 234.82 and 109.55 respectively and those of teachers with 5 years or more teaching experience are 205.14 and 89.98 respectively. Standard error of difference in the mean scores of teachers with 10 years or more teaching experience and 5years or more teaching experience on spiritual intelligence is 10.31. The t-value comes out to be 2.88, which is significant at 0.01 levels of confidence. It means that there exists a significant difference in spiritual intelligence of teachers with 10 years or more teaching experience and 5years or more teaching experience, in favour of 10+ years of experience. The values of Mean and SD of spiritual intelligence of teachers with 10 years or more teaching experience are 234.82 and 109.55 respectively and those of teachers with less than 5 years teaching experience are 189.62 and 94.45 respectively. Standard error of difference in the mean scores of teachers with 10 years or more teaching experience and less than 5years teaching experience on spiritual intelligence is 9.74. The t-value comes out to be 4.64, which is significant at 0.01 levels of confidence. It means that there exists a significant difference in spiritual intelligence of teachers with 10 years or more teaching experience and less than 5years experience, in favour of 10+ years of experience. The values of Mean and SD of spiritual intelligence of teachers with 5 years or more teaching experience are 205.14 and 89.98 respectively and those of teachers with less than 5 years teaching experience are 189.62 and 94.45 respectively. Standard error of difference in the mean scores of teachers with 5 years or more teaching experience and less than 5years teaching experience on spiritual intelligence is 9.54. The t-value comes out to be 1.63, which is not significant at 0.05 level of confidence. It means that there exists no significant difference in spiritual intelligence of teachers with 5 years or more teaching experience and less than 5years experience. Further spiritual intelligence of teachers with 10 years or more teaching experience is significantly different than teachers with 5years or more teaching experience and less than 5 years experience and in favour of 10+ years of experience. But no significant difference exists between spiritual intelligence of teachers with 5 years or more than 5 years experience than less than 5 years experience.

Table 1.5 depicts that the values of Mean and SD of organizational climate of teachers with 10 years or more teaching experience are 147.11 and 45.86 respectively and those of teachers with 5 years or more teaching experience are 131.92 and 89.98 respectively. Standard error of difference in the mean scores of teachers with 10 years or more teaching experience and 5years or more teaching experience on organizational climate is 7.80. The t-value comes out to be 7.69, which is significant at 0.01 level of confidence. It means that there exists a significant difference in organizational climate of teachers with 10 years or more teaching experience and 5years or more teaching experience, in favour of 10+ years of experience. The values of Mean and SD of organizational climate of teachers with 10 years or more teaching experience are 147.11 and 45.86 respectively and those of teachers with less than 5 years teaching experience are 129.47 and 40.67 respectively. Standard error of difference in the mean scores of teachers with 10 years or more teaching experience and less than 5years teaching experience on organizational climate is 4.13. The t-value comes out to be 4.27, which is significant at 0.01 level of confidence. It means that there exists a significant difference in organizational climate of teachers with 10 years or more teaching experience and less than 5years experience, in favour of 10+ years of experience. The values of Mean and SD of organizational climate of teachers with 5 years or more teaching experience are 131.92 and 89.98 respectively and those of teachers with less than 5 years teaching experience are 129.47 and 40.67 respectively. Standard error of difference in the mean scores of teachers with 5 years or more teaching experience and less than 5years teaching experience on organizational climate is 7.66. The t-value comes out to be 0.32, which is not significant at 0.05 level of confidence. It means that there exists no significant difference in organizational climate of teachers with 5 years or more teaching experience and less than 5years experience. Further organizational climate of teachers with 10 years or more teaching experience is significantly different than teachers with 5years or more teaching experience and less than 5 years experience and in favour of 10+ years experience. But no significant difference exists between organizational climate of teachers with 5 years or more than 5 years experience than less than 5 years experience.

On the basis of above discussion, it can be concluded that hypothesis no. 3 (d) which states, There exists no significant difference the organizational climate of secondary school teachers with relation to their teaching experience (10 years or more, 5 years or more and less than 5years) is rejected.

## Hypothesis 4

To find out, correlation between spiritual intelligence and life satisfaction and organizational climate and life satisfaction of secondary school teachers, co-relational matrix 2x2 was prepared. The results are presented in table 1.6.

**Table 1.6: Correlational Matrix of Spiritual Intelligence and Organizational climate with Life Satisfaction of secondary school teachers**

| S.No. | Variables                                    | Spiritual intelligence | Life satisfaction |
|-------|--|------------------------|-------------------|
| 1.    | Spiritual intelligence and Life satisfaction | 1                      | 0.95              |
|       |  | 0.95                   | 1                 |
|       | Variables                                    | Organizational climate | Life satisfaction |
| 2.    | Organizational climate and Life satisfaction | 1                      | 0.90              |
|       |  | 0.90                   | 1                 |

**Correlation is significant at 0.01 level (2-tailed)**

From table 1.6, the value of coefficient of correlation (r) comes out to be 0.95. It indicates that there is a positive correlation between spiritual intelligence and life satisfaction of secondary school teachers, which is significant at 0.01 level of confidence. Thus the null hypothesis no. 4 which states, There exists no significant correlation between spiritual intelligence and life satisfaction of secondary school teachers, is not rejected. From table 1.6, the value of coefficient of correlation (r) comes out to be 0.90. It indicates that there is a positive correlation between spiritual intelligence and life satisfaction of secondary school teachers, which is significant at 0.05 level. Thus the null hypothesis, There exists no significant correlation between organizational climate and life satisfaction of secondary school teachers is rejected.

**Findings and Conclusions**

1. There is significant difference in the life satisfaction of male and female teachers of secondary schools.
2. There is significant difference in the spiritual intelligence of male and female teachers of secondary schools.
3. There is significant difference in the organizational climate of male and female teachers of secondary schools.
4. There is significant difference in the life satisfaction of teachers teaching in government and aided schools as well as teachers teaching in government and private schools and is in favour of government school teachers but there is no significant difference in the life satisfaction of teachers teaching in aided and private schools.
5. There is significant difference in the spiritual intelligence of teachers teaching in government and aided schools as well as teachers teaching in government and private schools and is in favour of government school teachers but there is no significant difference in the spiritual intelligence of teachers teaching in aided and private schools.
6. There is significant difference in the perceiving of organizational climate of teachers teaching in government and aided schools as well as teachers teaching in government and private schools and is in favour of government school teachers but there is no significant difference in the perceiving of organizational climate of teachers teaching in aided and private schools.
7. There is significant difference in the life satisfaction of teachers with teaching experience of 10+ years than 5+ years as well as teachers with teaching experience of 5- years, but there is no significant difference in the life satisfaction of teachers with teaching experience of 5+ years than 5- years.
8. There is significant difference in the spiritual intelligence of teachers with teaching experience of 10+ years than 5+ years as well as teachers with teaching experience of 5- years, but there is no significant difference in the spiritual intelligence of teachers with teaching experience of 5+ years than 5- years.

9. There is significant difference in the organizational climate of teachers with teaching experience of 10+ years than 5+ years as well as teachers with teaching experience of 5- years, but there is no significant difference in the organizational climate of teachers with teaching experience of 5+ years than 5- years.
10. There exists significant correlation between spiritual intelligence and life satisfaction of secondary school teachers.
11. There exists significant correlation between organizational climate and life satisfaction of secondary school teachers.

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